

008: STEPS TOWARDS THE ADULTHOOD OF STUDENTS WITH AUTISM AND INDIVIDUAL SESSIONS OF SPECIAL EDUCATION AND TRAINING (SET) AT THE UNIVERSITY

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INTRODUCTION

On a theoretical basis, it is known that people with autism face more difficulties and the same is true among university students.

According to psychological and pedagogical theories these difficulties are characterized as complex cognitive, emotional and social and can have long-term consequences, such as dropping out of university and unemployment.

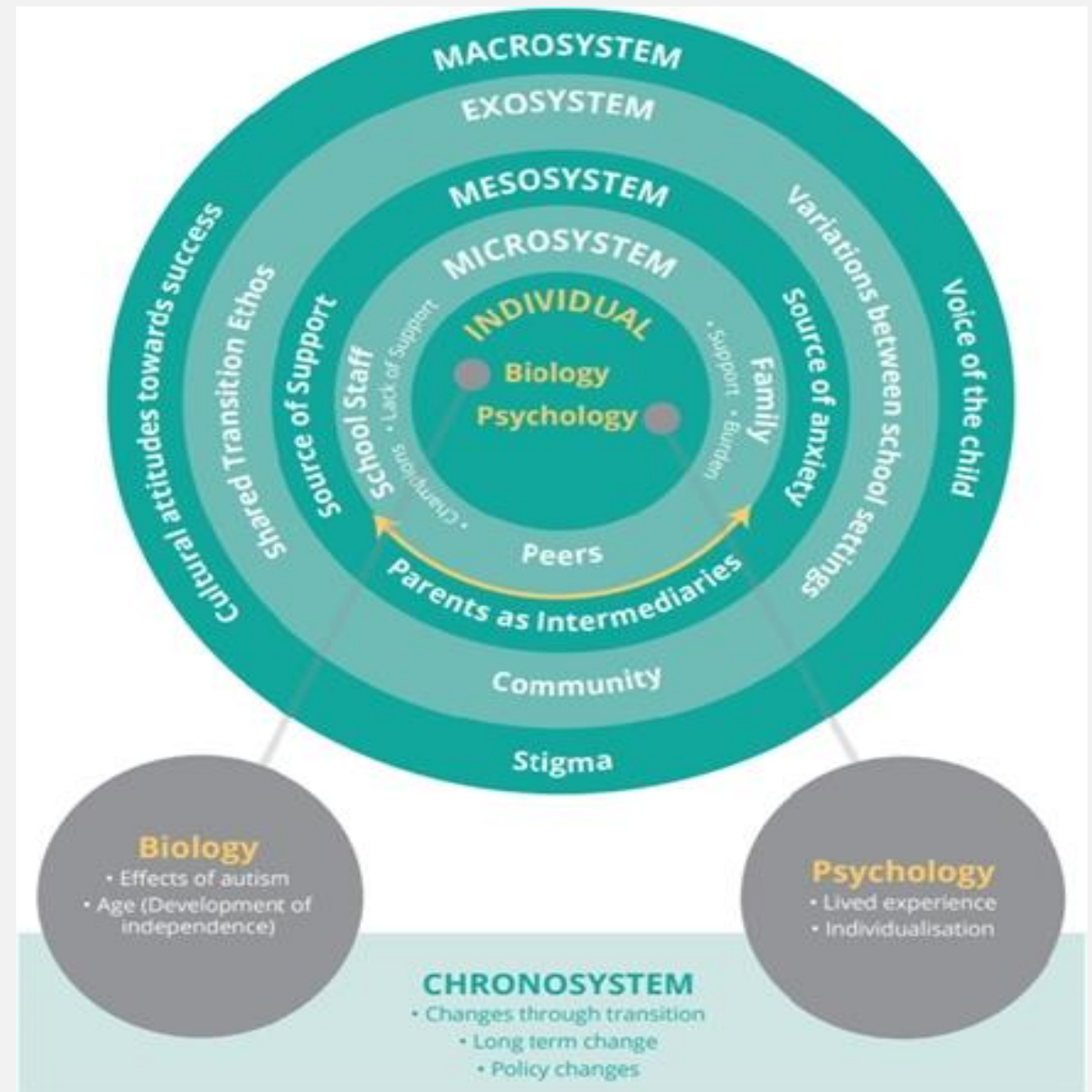
Understanding the challenges students with autism face can help institutions better support this group while allowing them to take small steps toward adulthood through the opportunities offered by higher education.

KEYWORDS

- autism
- ASD
- special educational needs
- transition to adulthood,
- emerging adulthood
- ecosystem model

ECOSYSTEM MODEL

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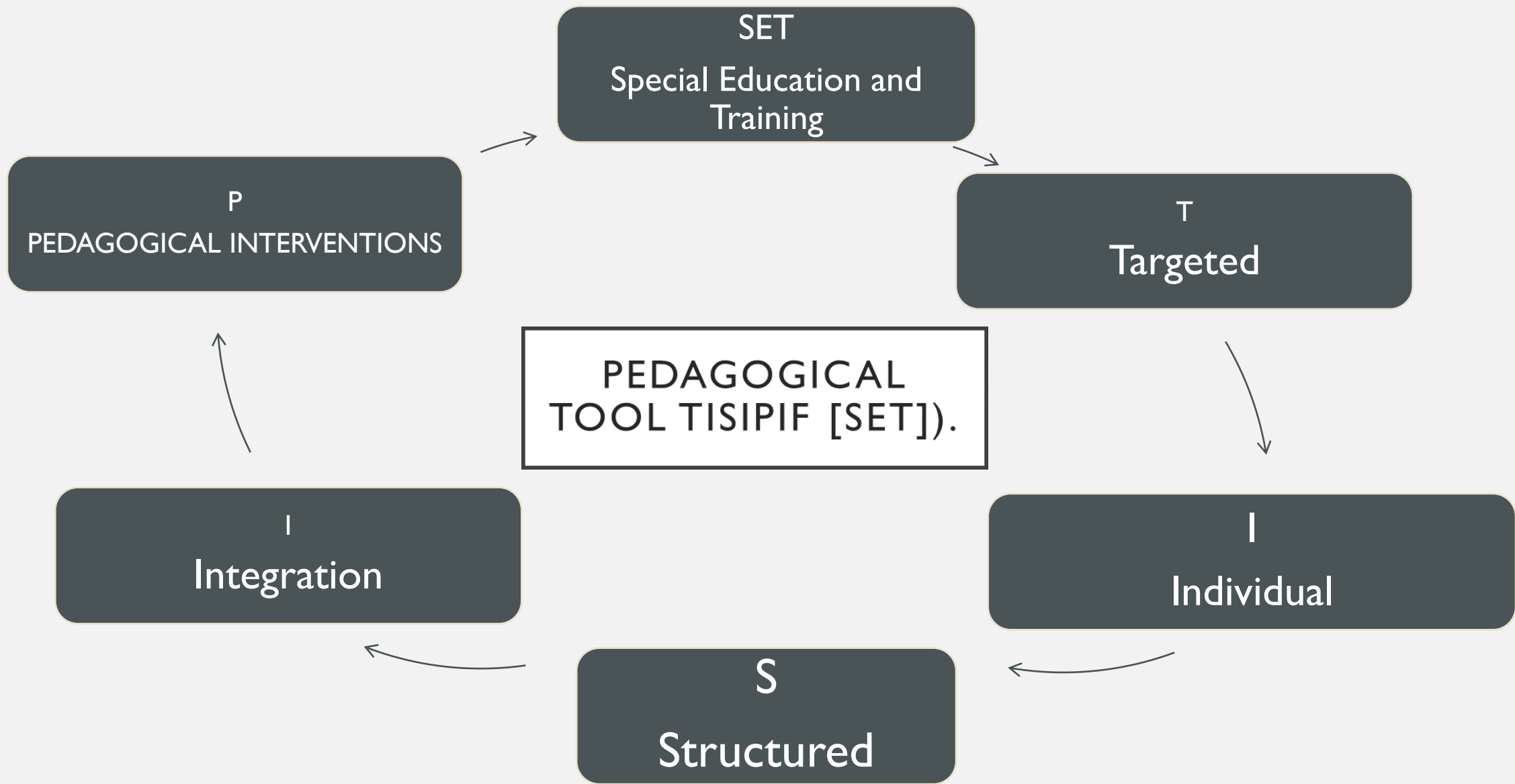
METHODOLOGY

In the methodology we met fifteen students with autism and Autistic spectrum disorder [ASD] following the Targeted Individual Structured Integration Interventions of Special Education and Training (TISIPIf [SET]).

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THE TARGETED INDIVIDUAL STRUCTURED
INTEGRATION INTERVENTIONS OF SPECIAL
EDUCATION AND TRAINING (TISIPIF [SET]).

In the methodology we met fifteen students with autism and Autistic spectrum disorder [ASD] following the Targeted Individual Structured Integration Interventions of Special Education and Training (TISIPIf [SET]).



THE SAMPLE -METHODOLOGY

The sample from the Agricultural University of Athens.

In the context of the implementation of the Act in the context of the implementation of the Act "Supporting Social Care Interventions for Students of the Agricultural University of Athens,

with OPS Code 5045556

"thirteen [13] response protocols were received from [10] ten men and [3] three women with MD aged 25.8 years].

The sample from the University of Peloponnese.

Two protocols were completed by the University of Peloponnese

[1] a man and a woman with MS aged 23.2 years].

The interviews were subjected to fundamental thematic analysis.

The data were coded productively, adapting the themes to the student's chosen academic context in order to offer a realistic approach to their reflection on the path to adulthood in the discussions that followed.

RESEARCH LIMITATIONS

Individual special education and training session protocols did not include feedback from students' individual therapy sessions with private therapists for all students.

Also, the presence of parents in academic life at the University was limited in most cases of students.

Any acquaintance and information of the parent with the academic staff stopped at accompanying the student to the student welfare office and submitting the request for facilitations in the exams, presenting the certificates of the diagnosis of autism or the certification of the disability which were received by the administrators employees.

RESULTS

In the results from the discussions and interviews of the students with autism, three main themes were identified that were given meaning in the present study as small steps towards adulthood.

Relationships with others[1],

Independence in decision-making[2] and

Support in their individual study method[3].

CONCLUSIONS

- [1] The relationships of the ASDs students were connecting with all data of metacognitive skills leading to adulthood.
- [2] The relationships with the professors and the fellow students were supportive.
- [3] The ASDs students with complex cognitive, emotional, and social difficulties were said to be "nonexistent."
- [4] The relationships which characterized by stigmatizing attitudes, students faced much greater difficulties at university.

THANK YOU FOR YOUR ATTENTION!

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